

CENTERVILLE ELEMENTARY

1529 Whitehall Road
Anderson, South Carolina 29625

GRADES K-5 Elementary School

ENROLLMENT 770 Students

PRINCIPAL Judy Faulkenberry 864-260-5100

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	52	7	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

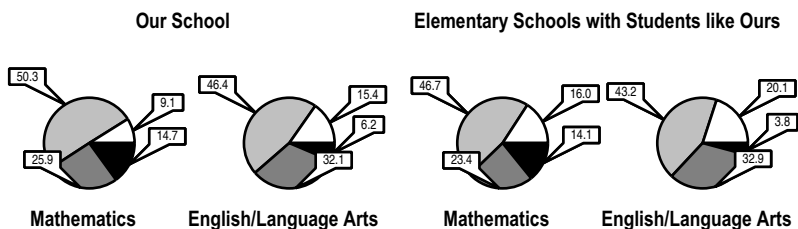
FOR MORE INFORMATION, VISIT WEBSITES AT:




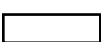
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	116	70
Percent satisfied with learning environment	96.2%	82.5%	91.2%
Percent satisfied with social and physical environment	98.1%	85.2%	68.7%
Percent satisfied with home-school relations	86.0%	89.5%	92.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	401	99.0	15.4	46.4	32.1	6.2	38.3	17.6
Gender								
Male	205	98.5	21.3	51.1	27.1	0.5	27.7	17.6
Female	196	99.5	9.3	41.5	37.2	12.0	49.2	17.6
Racial/Ethnic Group								
White	268	99.3	9.1	46.8	35.7	8.3	44.0	17.6
African-American	130	99.2	29.1	46.2	23.1	1.7	24.8	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	322	98.8	12.3	44.2	35.9	7.6	43.5	17.6
Disabled	79	100.0	28.6	55.7	15.7	N/A	15.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	401	99.0	15.4	46.4	32.1	6.2	38.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	401	99.0	15.4	46.4	32.1	6.2	38.3	17.6
Socio-Economic Status								
Subsidized meals	170	99.4	25.5	53.7	20.1	0.7	20.8	17.6
Full-pay meals	231	98.7	8.6	41.4	40.1	9.9	50.0	17.6

Mathematics								
All students	401	99.8	9.1	50.3	25.9	14.7	40.6	15.5
Gender								
Male	205	99.5	10.0	52.1	23.2	14.7	37.9	15.5
Female	196	100.0	8.2	48.4	28.8	14.7	43.5	15.5
Racial/Ethnic Group								
White	268	99.6	7.1	48.0	26.8	18.1	44.9	15.5
African-American	130	100.0	13.6	55.9	22.9	7.6	30.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	322	99.7	5.6	48.4	29.3	16.8	46.1	15.5
Disabled	79	100.0	24.3	58.6	11.4	5.7	17.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	401	99.8	9.1	50.3	25.9	14.7	40.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	401	99.8	9.1	50.3	25.9	14.7	40.6	15.5
Socio-Economic Status								
Subsidized meals	170	100.0	13.3	61.3	19.3	6.0	25.3	15.5
Full-pay meals	231	99.6	6.3	42.9	30.4	20.5	50.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	131	N/A	15.3	39.7	38.2	6.9	45.0
	Grade 4	122	N/A	7.4	55.7	35.2	1.6	36.9
	Grade 5	115	N/A	15.8	63.2	19.3	1.8	21.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	129	100.0	13.6	32.2	39.0	15.3	54.2
	Grade 4	142	99.3	9.6	50.4	37.0	3.0	40.0
	Grade 5	130	97.7	23.7	55.9	19.5	0.8	20.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	131	N/A	9.9	39.7	27.5	22.9	50.4
	Grade 4	122	N/A	13.1	41.8	25.4	19.7	45.1
	Grade 5	115	N/A	18.4	51.8	21.1	8.8	29.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	129	100.0	12.7	40.7	25.4	21.2	46.6
	Grade 4	142	100.0	2.9	50.0	30.1	16.9	47.1
	Grade 5	130	99.2	12.5	60.0	21.7	5.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 770)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.1%	Down from 3.9%	2.5%	2.4%
Attendance rate	96.1%	Down from 96.5%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.1%	Up from 18.0%	20.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Up from 8.6%	7.3%	8.0%
Older than usual for grade	1.0%	Down from 1.4%	0.8%	1.1%
Suspended or expelled	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	30.2%	Down from 32.7%	51.5%	50.0%
Continuing contract teachers	88.7%	Up from 87.8%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.3%	Up from 83.0%	88.2%	86.2%
Teacher attendance rate	97.0%	Up from 95.5%	95.6%	95.3%
Average teacher salary	\$39,111	Down 0.8%	\$40,638	\$39,909
Prof. development days/teacher	9.4 days	Up from 7.4 days	10.7 days	11.4 days

School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio	19.2 to 1	Down from 20.7 to 1	19.3 to 1	18.9 to 1
Prime instructional time	92.5%	Up from 91.1%	90.0%	89.7%
Dollars spent per pupil*	\$5,802	Up 4.9%	\$5,652	\$5,892
Percent spent on teacher salaries*	66.6%	Up from 64.6%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Up from 98.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Centerville Elementary has had a great year! As one of the largest elementary schools in the All-American city of Anderson, we are challenged with educating a diverse population of more than 760 students. For the past two years, Centerville has received a good rating on the state report card. This rating indicates the school performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Our students benefit from a strong academic program that includes rigorous Academic Standards. In full-day kindergarten, students begin to read and work with computers on their way to mastering standards that ensure their readiness for first grade. All students on each grade level are challenged by bold standards. We make instructional decisions based on research and function as a team that works, plans, and evaluates results as we seek to continuously improve learning.

During the 2002-2003 school year, various faculty members were awarded grants in excess of \$13,400. Our science specialist was awarded a group EIA grant to construct a greenhouse to be used for conducting experiments. A fourth grade teacher was awarded money to create a butterfly garden to study habitats and life cycles. Two other teachers were awarded grants to develop a space and aeronautics club for gifted children. Our instructional facilitator was awarded a grant to conduct staff development activities for teachers in the use of hands-on mathematics. Each of the grants also included a component to buy children's literature books to be used in the classroom to enhance instruction in the areas of math and science. We had 103 entries in the school-level science fair with nine student entries being selected for the regional fair. Of these nine winners, seven were silver awards and one was gold.

Centerville Elementary is one of only 126 South Carolina schools to earn the honor of being recognized in this year's Red Carpet Schools program. This recognition shows that we are making tremendous efforts to reach out to the community and invite persons to become actively involved in the educational process. We are creating an environment where parents feel comfortable and empowered to be strong participants which leads to increased student learning and academic success. Centerville Elementary also received a visit from the Exemplary Reading Program committee. Even though the state recognizes only one school for this recognition, Centerville received a high rating on our reading and language arts program.

In summary, a comment made on the Red Carpet program feedback says it all...Centerville sounds like a neat place to work and go to school. Thanks to everyone in the Centerville community for our success! We encourage you to visit our Website (centerville@anderson5.net).

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.